

AN ANALYSIS OF SPEECH ACT UTTERED BY DOWN SYNDROME CHARACTER IN PEANUT BUTTER FALCON MOVIE

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ABSTRACT

This research discussed about Speech Acts of Down syndrome character which aimed to analyze the types of illocutionary act uttered by Down syndrome character and perlocutionary act performed by the receiver after hearing down syndrome's utterances. This research focused on the use of illocutionary acts types of Searle's theory and the perlocutionary act of Cutting's theory. This research applied descriptive qualitative method in revealing the data. Data of this study were dialogues in the "Peanut Butter Falcon Movie". The study revealed that the Down syndrome character performed five types of illocutionary acts i.e. declaratives, representatives, expressive, directives, commissives with the result of perlocutionary act which all of the receivers understand the intention in every utterance performed by Down syndrome. The writer identified that representative, directive, expressive were the most dominant performed by down syndrome character. Commissive and declarative were the least performed illocutionary act by down syndrome character. Also, the perlocutionary act performed by the receivers were clear and in a proper way of responding towards down syndrome person. The results of this research are down syndrome person performed their utterances properly according to what he uttered in his sentence along with the grammatical function he used. He delivered his intention properly which made the listeners or the receivers understand the utterances well and provided a proper answer to a down syndrome person. The writer concluded that the receiver responded well to down syndrome's utterance because they were understanding well the condition of down syndrome person.

Keywords: Illocutionary, perlocutionary, down syndrome, Peanut Butter Falcon movie.

A. Background

Language becomes an essential thing in people's daily communication as a tool of transferring and expressing what people thought in reaching their intention. Hence, Most of the time, the speakers are not only uttering something but also performing an act in speaking since the utterances may have broader meanings than their literal meaning, depending on the context when the speech occurred. When a speaker uttered an utterance, the speaker literally intent something and in the same time performs an action that called speech acts. As stated by Searle (1969), the acts could be making statements, giving commands, asking questions, making promises, and the like. Therefore, it is necessary having the competence to understand the real meaning of the speaker's utterances to prevent misinterpretation in the daily life. According to Austin (1962), the speech acts comprise locutionary, illocutionary, and perlocutionary speech acts.

The writer tried to discover the speech act performed by the down syndrome person. It is because the writer thought that it would be so much interesting intention in every utterances uttered by down syndrome person.

Hence, writer chosed to analyze the illocutionary acts and perlocutionary acts in one of a literary work. Therefore, this study focuses on How the illocutionary and perlocutionary act are performed by the characters in Peanut Butter Falcon movie specially down syndrome character. With the statement above, the writer hoped that the readers will understand what the speaker's intention and what the receiver understands.

Movies are sequences of moving images and shown in cinemas and any other video clip platform, or televisions played by an actress/actor with such a scripted story that wrapped with an epic editing. Movie is also one of a literary works that can be analyzed by some people for multiple object of research. We can found some facts in movie, when we are trying to analyze or identified it more. For example; in a movie we can analyze and focus about the psychological of the main character, feminism, or even the speech acts that contain in the movie itself.

Thus, the writer believes that in this movie it can be so much speech act that can be analyzed by using types of illocutionary acts by Searle (1975). The writer analyzed the types of illocutionary act by Down syndrome character in the movie itself and perlocutionary act by the receiver's with perlocutionary theory by Cutting (2002).

Speech act itself is already a great topic to study for. A lot of intention in every conversation tends to be misunderstood by the second speaker but with the way of speech act explained that every meaning has a different intention has a great impact with the way of people understanding every conversation that spoken. Hence, the daily conversation that usually flows just so without any attention to the intention

will be much more meaningful with an understanding of speech act.

Thus speech act ideas also rised the writer's curiosity to find out how the illocutionary and perlocutionary are performed by characters in modern literary work, Peanut Butter Falcon movie specially the down syndrome character.

B. Research Question

The problem raised in this study is formulated below:

How the illocutionary acts are performed by down syndrome character and how the perlocutionary acts are performed by the receiver's after hearing down syndrome's utterances in Peanut Butter in Peanut Butter Falcon movie?

C. Objective of The Research

The aim of this study is specifically listed as follows

To analyze how the illocutionary acts are performed by down syndrome character and how the perlocutionary acts are performed by the receiver's after hearing down syndrome's utterances in Peanut Butter Falcon movie

D. Significance of The research

The writer expects this research to be functional in theory and in practice. In theory, this research is expected to make the writer and the reader understand more about the speech act and expand her knowledge related to the field of speech act in general. This research can be a reference for the next writer who wants to conduct related topic research in the future time.

Practically, the research is expected to bring benefits for someone who works on communication field such as linguist, an interpreter, and any kind of job related to interpreting. This research also proposed to bring benefits in daily communication as the speech act might have been understood by the readers specially when dealing with Down syndrome person. Thus, misunderstanding could be minimalizing in the process of conversation. It is also expected to have a benefit for the writer herself that the writer can understand more about speech act in general.

This research appears as the development of knowledge gained during lectures and the finding of the research are anticipated to provide an opportunity in order to add insight and deeper knowledge about speech act specially illocutionary act and perlocutionary act.

E. Scope of the Research

The writer focused on the analysis of illocutionary act performed by Down syndrome character and perlocutionary act performed by the receivers after hearing down syndrome character's utterances. The writer chose 4 characters as the receivers, they are; Tyler, Clint, Carl and Eleanor. The writer used theory of Searle (1975) for illocutionary classification and theory of perlocutionary by Cutting (2002). All the data were taken from the dialogue in Peanut Butter Falcon movie that has 97 minutes duration in total and also the transcript of the movie.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Findings

There are a lot of researches toward related study. First, Dewi (2017) in her thesis *Speech act of teachers and students in Teaching and learning process at Briton international school*. The writer focused on the use of illocutionary acts types using Searle's theory and the way of speakers use speech act using Yule's theory. The writer used descriptive qualitative method. The writer used observation paper as the instrument for gaining the valid data. After the writer done analyzing data the writer come with conclusion directive was the most dominant utterance with 130 utterances that uttered by teachers and students in the asking function. Commissive was the least speech acts that showed in 4 utterances with the offering function meanwhile declarative were not uttered. The writer concluded that teachers and students used direct speech so that the learning process would be easy to understand.

The second previous study, Nindyasari and Nugroho (2013) in their journal article *Analysis of Directive Illocutionary Act of Luther Character in The Novel "Skipping Christmas" Translated into "Absent Natal"*. The writer purposed to analyze the translation of illocutionary act of the main character and the type of illocutionary act found in the main character. The writer uses a descriptive qualitative research. The writer use data technique analysis, tabulating data to the target language then searching for translation pattern then came into conclusion. The writer found 6 types illocutionary act which in this case directive.

6 of them are commanding, asking, suggesting, ordering, forbidding and requesting. Directive illocutionary that found are 24. Asking is the common uttered that has 11 in accumulation. 3 utterances from suggesting, 11 utterances from asking, 3 utterances from suggesting, 1 utterance from forbidding, 2 utterances from commanding, 4 utterances from ordering, and 2 utterances from requesting.

The third previous study, Nurhayati (2016) in Indonesian Journal of Language Teaching and Linguistics about *illocutionary and perlocutionary acts on main characters dialogues in John Milne's novel: "the black cat"*. This article describes the types of illocutionary acts and the impact of perlocutionary acts on main characters' dialogues in John Milne's Novel: *The Black Cat*". This study used descriptive qualitative design. Data of this study were dialogues in the "The Black Novel". The study shown that the dialogue posses five types of illocutionary acts i.e. declaratives, assertives, expressive, directives, commissives and the impact of perlocutionary act.

In comparing this research with the previous findings above, the most similar would likely the third one that both research discussed about speech act specially illocutionary act, using the same theory speech act by Searle and perlocutionary act. Both writer used a qualitative descriptive method in analyzing the research. The differences of the two are that this research analyzing a different object and this

research also adding more theory of perlocutionary act by Cutting (2002). This research focussed on the illocutionary act performed by Down syndrome character in Peanut Butter Falcon movie using speech act theory by Searle (1975) and perlocutionary act performed by the receiver's.

B. Pertinent Ideas

1. Pragmatics

In general, people use language as a media of transferring opinion or thoughts. Although using language doesn't mean that there is a guarantee that every intention would be likely understood well by the receiver. Therefore, we can't help that misunderstanding usually happened at particular situation when the conversation occurred in any kind of context.

As what stated above, the writer deliberated an explanation around the issue through the pragmatic theory. According to Levinson (2003) pragmatic is the study of those relation between language and context that are grammatical, or encoded in the structure of a language. At the same time Griffiths (2006) stated that pragmatic is the study of the utterance meaning. From both theories we can tell that in pragmatics more likely study about language in grammatical and context so that the meaning or the intention of the utterances could be found and understood well by the receivers. Therefore, the writer concluded that pragmatic is a part of linguistics that studies the ways of the context that play a huge role to a meaning.

As deliberated all the way from top until down here, this research more likely focused analyzing speech act comprehensively in order to achieve the purpose of this research.

2. Speech Act

Language has been an important element in people's life. People use it for every kind of activity that requires communication and any kind of related activity. We do use language for performing things in our social activities. People not only use language to say something such as their opinion or thoughts but it also used to perform an action. For example, when a speaker uttered "Will you please help me" in this example, the speaker are performing the perform of requesting and in the same time expecting the receiver to notice the speaker's intention by performing an action to help the speaker. Action performed by the speaker when uttered a statement is what called a speech act. We could say that utterance from speaker performs sounds or words in grammatical order but not only that but also the speaker performing an action in the progress from uttered statements.

Speakers do not merely use language to say things, but to do things and thus utterances could be regarded as speech acts (Schauer, 2009). Austin formulated three type of speech act from statement above. Speech acts consist of locutionary act, illocutionary act and perlocutionary act.

a. Illocutionary Act

As stated before, yet, language also used to perform actions. Thus, there got to be an intention in any performed utterance. We might utter to make statement, an offer, an explanation, or for some other to communicative purpose. This is also generally known as the illocutionary act of the utterance (Yule, 1996). The term "illocution" is John John L. Austin's from his book *How to do Things with Words* (Austin, 1962). The prefix "il" is taken to mean "in", and "locution" as "speech". So "illocution" means "in speaking" or "in saying" something. Illocutionary act is not easily identified. This happens because the illocutionary act relates to the speaker and receiver. Leech (2015) stated to facilitate the identification of some adequate verbs of illustrative speech acts. Some of these verbs include reporting, announcing, asking, suggesting, thanking, proposing, acknowledging, congratulating, promising, and urging. The focus of theoretical use in this research uses the theory of illocutionary act. For Example:

1) When someone said *"It's so dark"*.

This utterance implies that the speaker requests that the lamp or window be switched on or turned on immediately, or implies to the receiver to support with some sort of lights. So it is clear that the speech contains a specific purpose to the receiver

2) *"Suzan is sick"*.

If this phrase is spoken in particular situation such as in project working group, this means that the utterance is not only intended to provide information, but also to stop the project working activity for a while to make sure Suzan get a proper treatment.

John Searle classified five types of illocutionary act based on various criteria. The types according to Searle as follows:

a) Representative

Representative (assertive), an action that involves the speaker on the truth of the expressed proposition. According to Searle (2011) a representative of speech commits the speaker to the truth of an expressed proposition. It declares the speaker's assumption in something which most to be figured out as fact or fake. Representatives are speech act that expressed feelings, believes, assertions, and so on. Assertive language considered as fact. It proposes information in order to inform fact based what the speakers believe. Example of this type of speech:

"Monica always excellent in its class"

The utterances categorized as representative illocutionary act, because it contains information that the speaker is bound by the truth of the contents of the speech. Speakers are responsible that the spoken utterance is a fact and can be proven on the ground that Monica is diligent in learning and always gets first rank in her class (Leech, 2015).

b) Directive

Searle's stated in his theory, a directive speech act occurs when the speaker is

expecting the receiver to do something as an answer. In directive, the speaker is demanding or expecting action as the response to the speaker's expectation. The shape of directives could be ordering, commanding, pleading, requesting, suggesting, advising, and so on. Directives could be in a negative or positive way of utterance. Verbs associated are command, ask, request, invite, pray, permit, advise and so on. For example;

"Help me fix this task".

The example is included in the speech act of the type of directive because the speech is spoken of the intended speakers to perform appropriate actions mentioned in his speech which helps to improve the task. The indicator of the directive speech is the existence of an action performed by the receiver after hearing the speaker (Leech, 2015).

c) Commissive

According to Kreidler (1998) commissive predicate is one that can be used to commit oneself or refuse to commit oneself to some future action. Therefore, a future life plan of action that exists in the conversation is likely what commissive speech act is. The future acts such as vows, promises, offers, pledges, threat and so on are examples of commissive speech act. Furthermore, for example;

"I am able to carry out this mandate well".

It binds its speakers to carry out the mandate as well as possible. This brings consequences for him to fulfill what he has said (Leech, 2015).

d) Expressive

Psychological current mood expression to the other person is what expressive speech act most likely talk about. Expressive are another shape of Speech act that expresses the feel or the mood of the speaker. The mood or feel could be a happy situation that makes the speaker happy as expressing thanking statement, gratitude statement, apologizing state for related situation, statement of peace etc. While performing an expressive speech act, we tend to spell words that parallel with our utterances. Expressive verbs are: congratulate, apologize, condole, thank, happy and so on. Example;

"It's hard work to earn money, still the results can not meet the needs of families".

Speech is an expressive speech act complaining that can be interpreted as an evaluation of what he said, making the business that the results are always unable to meet the needs of family life (Leech, 2015).

e) Declarative

Declarative is an expression of the speaker that essentially made the speaker matter the most. The declarative speech act most likely uttered by not any random people but those people who have the privilege or related connection to the utterance to charge the sentence they uttered a meaningful statement. Basically, declarations speech act goes in line between the utter and the speaker. For example:

surrendering, firing, liberating, naming, isolating, lifting, pointing, deciding and punishing (Leech 106). For example:

"Father forgive your guilt, son." Father declared that he had forgiven his son (Leech, 2015)

3. Down syndrome

a. Definition of Down Syndrome

According to Chunca (1992) Down syndrome is a condition of retarded physical and mental development in children caused by abnormalities in chromosome development. According to Bandi (1992) mentally disabled children generally have more abnormalities than other disabilities, especially their intelligence. So, Down syndrome is a physical and mental condition caused by abnormalities in chromosome development that affect abnormalities specially their intelligence. Children with mental disability are characterized by the lack of motor control, lack of ability to coordinate. On the other hand, they can still be trained to reach the point of normalcy. Other signs of mental disability such as reading a book with a really close range to the eyes, they keep opening their mouth, it takes a long time to understand something new, they have sensory difficulties, experiences speech impediments and verbal development. Selikowitz (2001) stated Down syndrome children are usually have less ability to coordinating the gross and fine motor skills. In addition, children with Down syndrome are facing difficulty to coordinate between cognitive abilities and language, such as understanding the benefits of an object.

From the statements above, the writer concludes that Down syndrome is a state of children who has an excess of chromosomes so that their intellects are below average and have physical disabilities. The disorder in Down syndrome children is very clear and every Down syndrome child has almost the same face that we usually called the *thousands face*.

b. Characteristics of Down syndrome

Symptoms that arise due to Down syndrome can vary ranging from not appearing at all, looking minimal to a distinctive sign appears.

1) Patients with characteristic signs are very easily recognized by the presence of a prominent physical appearance in the form of a head that is relatively small than normal (microcephaly) with a horizontal (anteroposterior) part of the head which is in this research concerned as the Down syndrome character in Peanut Butter Falcon Movie.

2) Traits on the head, face and neck: People with Down syndrome have a face that is almost the same as the face of a Mongol person. On the face, they usually have a flat nose. The bridge of the nose is short. The distance between 2 eyes is far away and excessive skin on the inner corners. The size of the mouth is small and the large size of the tongue causes the tongue to always stick out. Their Mouth appeared shrunk and protruding tongue (macroglossia).

3) Mouth manifestations: disturbance of chewing, swallowing and speech.

Scrotal tongue, small maxilla (hypoplasia maxilla), delayed dentition, hypodontia, juvenile periodontitis, and occasional cleft lip. Hypogenitalism (penis, scrotum, and small testes), hypospadias, cryptorchism, and delayed puberty development.

4) Properties on hands and arms: Characteristics that are evident on the hands is they have short fingers and their finger tend to bent inward. The palm of their hand usually only exist one line that called "simian crease". The appearance of the feet: The feet are rather short and the distance between the big toes and the second toes are a bit apart. Display clinical muscles: having muscles that cause them to have developmental problems on rough motoric. Mass issues Down syndrome children may experience abnormalities internal organs especially the heart and intestines.

c. Lexical Comprehension and Production in Down syndrome

One of the most salient problems in DS is language production (Chapman & Hesketh, 2000). Approximately 50% of DS children under the age of 36 months have communicative problems and limited lexical production, when compared to a control group of Typically Developing children (TD) of the same mental age (Miller, 1999). In contrast, studies that have explored language comprehension have revealed that comprehension skills in DS are less affected (Galeote et al., 2006).

The language production profiles of people with DS vary widely, from the absence of speech to poor intelligibility. For instance, in the majority of the cases, content words (i.e., nouns) predominate, in the absence of function words such as prepositions, conjunctions and personal pronouns (Diez-Itza & Miranda, 2007; Vicari, Caselli & Tonucci, 2000). Gender, number and tense agreement errors are common. This lack of agreement in languages like English make the sentences produced difficult to comprehend because gender and number agreement allows for disambiguation, referent tracking, anticipation and meaning inference. Children with DS are also inconsistent in their speech production, with over half of all words produced being pronounced differently on repeated productions (Dodd & Thompson, 2001). Also, syllable deletion is common in the speech of people with DS. These deletions often change the rhythmic structure of the utterance because it alters the prosodic organization of speech (Heselwood, Bray & Crookston, 1995). Other factors involved in word production problems in people with DS are explained by the incidence of breathing problems which, apart from making difficult to pass the air in order to produce the speech sounds properly, it involves frequent isolations that difficult the practice of speech production for communicative purposes (Pandit & Fitzgerald, 2012).

One of the most explicative factors of the productive language problems in DS is related to the common auditory problems in individuals (Roizen, Wolters, Nicol &

Blondis, 1993). Under normal developmental circumstances, children make regularities and statistics with the language input to which they are exposed (Saffran, 2002). More importantly, children require a certain rate of exposition to the sounds of their native language in order to identify, discriminate, categorize and produce them. Frequent ear infections that cause temporal auditive loss implicates that the sound the child perceives is unclear (Gravel & Wallace, 1995). It has been proposed that the specific auditory problems that children with DS experience, in comparison to other intellectual disabilities of different etiology but with similar mental age, can be the consequence of weak auditory memories that require a greater number of expositions so that DS children can process correctly the linguistic input to which they are exposed (Yoder, Abderrahim & Zhuzhuni, 2004). However, deficits in the components of the phonological loop in working memory, which are related to planning and articulation of systematic speech sounds, have been considered as one of the more pertinent explanations regarding word production in DS population (Broadley, MacDonald & Buckley, 1995; Jarrold & Baddeley, 2001).

Investigations that report MLU (Mean Length Utterance) scores of children with DS produce shorter sentences than TD children (Ring & Clahsen, 2005; Vicari et al., 2000). DS children tend to perform more errors such as lack of gender and number agreement between the elements of a sentence as it can be between the article and the noun (Diez-Itza & Miranda, 2007; Vicari et al., 2000). In a study by Chapman and colleagues (1998), it was found that English speaking children with DS omitted more words with grammatical function, like auxiliary verbs and articles, than their controls for mental age. The similarity between the Primary Language Impairment group and the DS group in terms of a deficit of spontaneous production of morphosyntax, as well as in the repetition of short sentences, suggests that they have similar deficits (i. e., both have similar omission errors).

4. Plot of Peanut Butter Falcon Movie

Zack, Down syndrome character that lives in isolated place where he is taken care by Eleanor. His dream is to become a wrestler athlete and going to study at wrestling school owned by the Salt Water Redneck (Clint). Zack always tried to escape from his place but numbered of time failed. Until one night he sneaks out with the help from Car) hiding in a small boat owned by Tyler.

Tyler, man on pursued. A man on run after causing huge problem with the other crab fisherman, he caused a huge accident that burns a lot of pricey equipment of Duncan and Ratoy which was the reason why he was on the run. He ran with his boat where Zack was hiding. Tyler found Zack on board surprisingly shocked and want Zack get down from his boat once they landed. One thing led to another Tyler was carried away with Zack's personal life and decided to bring Zack to the wrestling school destination in Florida.

Duncan and Ratboy scanning the entire Florida in order to find Tyler, at the same

time Eleanor searches for Zack. Eleanor and Tyler accidentally meet somehow at a store Tyler lies to Eleanor that he hasn't seen Zack. On their journey, Tyler really builds up Zack's skill start from swimming, using a gun, and a lot of stupid skill they've done.

Eventually, Eleanor somehow just found both of them (Tyler and Zack). She uses every word to persuade Zack to stop following Tyler but then Tyler asks Eleanor to come with them. Little does she know, Eleanor agree to follow them and then the three of them are on their way to the wrestler school.

Finally they found the wrestler school they've been searching but unfortunately the school had been closed down for almost a decade, didn't want to sad the three of them then continue their journey to find another wrestling school.

The fisherman makes Zack into a ring but then actually they are planning bad action. Zack overcome his fear and win the fight but little does he know the fisherman tries to kill Tyler by striking Tyler's head with heavy weapon. Zack and Eleanor bring Tyler to the hospital expecting him to be okay after that attacked, nothing change in Tyler condition both of them then decided to go back to Florida before Zack found out Tyler is still alive.

CHAPTER III METHODOLOGY OF THE RESEARCH

Chapter III consists of research method, Source of data, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Method

In this thesis, the writer used descriptive qualitative method to find and to describe what the writer has found in order to make the future readers can relief in the result of the research. As stated by Sugiyono (2005) descriptive qualitative method is a method used to describe or analyze a research result but is not used to make broader decision.

Therefore, the writer used qualitative approach to explore illocutionary act performed by by Down Syndrome Character and the perlocutionary act performed by the receiver's of Down syndrome utterances. The writer specifically used theory from Searle about classification of illocutionary act for answering the first question and using perlocutionary theory by Cutting.

B. Source of Data

The writer gathered the data from the dialogue in Peanut Butter Falcon movie along with the transcript written by Tyler Nilson and Michael Schwartz. Released in 2019 with 97 minutes duration in total. This research main data came from the dialogue that contained illocutionary act performed by Down syndrome character and perlocutionary act performed by receivers of Down syndrome character's utterances. The subjects of this research are Zack as the Down syndrome character and the characters that have interaction with Zack they were; Eleanor, Tyler, Clint, Carl.

C. Instrument of Research

Research instruments are tools that are used by writer to gather information about the variables being studied. In collecting data, the writer used a note-taking as an instrument of research. It used to get the data in between the movie. The writer put attention to every uttered utterance in the Peanut Butter Falcon movie that most likely contained illocutionary and perlocutionary act.

D. Procedure of Collecting Data

The writer used some steps in collecting the data as follows:

1. The writer watched the Peanut Butter Falcon Movie and its transcript in order to collect the data needed for the research.
2. The writer wrote a note as words, phrases, or sentences that are performed by object of the research. The data found were analyzed by using Searle's theory and Cutting's theory.

E. Data Analysis Technique

After collected all the data about the illocutionary and perlocutionary act in the Peanut Butter Falcon Movie, the writer analyzed all of the data by using Searle's theory to classify the types of illocutionary acts which are: representative, directive, commissive, expressive and declarative. In addition, the writer used theory of perlocutionary by Cutting in finding the perlocutionary performed by the receiver's after hearing down syndrome's utterances.

CHAPTER IV FINDING AND DISCUSSION

This chapter elaborates findings and discussion. The findings part presents the result of the data analysis of the types of illocutionary acts uttered by Down syndrome character in Peanut Butter Falcon movie and the perlocutionary act performed by the receivers after hearing Down syndrome's utterances. in Peanut Butter Falcon movie. Meanwhile, the discussion part presents the detail description of the data findings.

A. Findings

In this part, the writer presents the data taken from illocutionary performed by Down syndrome character and perlocutionary performed by the receivers of down syndrome utterances. It was categorized and analyzed based on Searle's theory of speech acts into five categories, they are representatives, directives, expressives, commissives, and declarations. Then, Cutting's theory of perlocutionary act. It was used in order to answer the research question; How are the illocutionary acts performed by down syndrome character and how are the perlocutionary acts performed by the receiver's after hearing down syndrome's utterances in Peanut Butter in Peanut Butter Falcon movie?

1. Illocutionary Acts and Perlocutionary Acts

The research problem is to describe how do the illocutionary act performed by down syndrome character and how do the perlocutionary act are performed by the receiver's in Peanut Butter in Peanut Butter Falcon movie. Illocutionary acts are the making of a statement, offer, promise, etc. In uttering a sentence by virtue of the

conventional force associated with it. John R. Searle classified speech acts into: a) Representative act; b) directive act; c) expressive act; d) commissive act; and e) declarative act. Meanwhile, perlocutionary act is the consequences of illocutionary or the effects of the utterance to the receiver.

The writer put the dialogues to make the data sensible. To analyze the dialogues, this study takes the dialogues with the narration so the dialogues can be intelligible. The bold part is presenting illocutionary and the underlines part is presenting perlocutionary to avoid misunderstanding of the analysis. The data presentation and discussion are presented as follows.

a. Representatives

Representatives act is type of illocutionary act represent a subjective state of the speaker's mind. It is a speech act that expressed feelings, believes, assertions, and so on. It proposes information in order to inform fact based what the speakers believe. The following findings below showed types of illocutionary of representative in Peanut Butter Falcon movie and the perlocutionary from the receivers. The writer accomodated several examples from the findings in order to represent the representatives act found in Peanut Butter Falcon movie. The examples are;

Data 1

ZA : **I love Salt water redneck and he is my hero and he is totally, heis totally a badass and he is the greatest person ever.**

CA : That's it. And you will be the next badass.

Illocutionary: Based on datum above,. The utterance represents a subjective state of speaker's mind. The speaker believed that Salt water Redneck was a baddass person and stating him as the speaker's hero. In addition, the speaker event stated the sentence "he is thegreatest person ever" which is obviously subjective information about what the speaker's believed. By performing illocutionary act of stating the speaker's thought about Saltwater Rednek, the speaker informed the fact based on what he believed.

Perlocutionary: From the narration above, it shows that the speaker (Zak) uttered an utterance to the receiver (Carl). The utterance is the receiver's respons after hearing utterance from the speaker. As what have been explained before, the next action after the illocutionary act is most likely perlocutionary act. The utterance has been identified as type of ilocutionary act, so the proceeding action or utterance in this dialogue is the datum. The respon of the receiver was more likely a spiritual motivation to the speaker after hearing the speaker complementing Saltwater Redneck. Carl as the receiver responded nicely toward Zak's utterance by encouraging Zak to became as good as Zak's hero Saltwater Redneck.

b. Directives

Directive acts is type of illocutionary which is the speaker expecting actions as

response to speaker's expectations. The shape could be commanding, requesting, suggesting, advising and so on. The associated verbs are command, ask, request, invite, pray, permit, advise and so on.

The following findings below showed types of illocutionary act of directive in Peanut Butter Falcon movie and the perlocutionary of the receiver's. The writer accommodate several examples from the data in order to represent the directive act found in Peanut Butter Falcon movie. The examples are;

Data 2

ZA : And Carl, you are invited to my birthday party.

CA : Oh, God thank you. I'm there. Go kick some ass.

Illocutionary : From the example above, the utterance is directive. The speaker uttered a directive illocutionary act as the sentence contains an associated verb of directive act that is inviting. The speaker invited the receiver to his birthday party as an expression of his gratitude. The real situation when the conversation happened was that Carl as the receiver helped Zak as the speaker to escape from the facility place where they lived. The speaker uttered inviting verb making this datum clearly classified as a directive act.

In datum, the Down syndrome used conjunction "and" and verb agreement "are" correctly. This statement states that this utterance performed by the Down syndrome properly.

Perlocutionary : From the dialogue above, it shows that the speaker (Zak) uttered an utterance to the receiver (Carl). The utterance (Dt. 150 pl, 09:09) is the receiver's response after hearing utterance from the speaker. As what have been explained before, the next action after the illocutionary act is perlocutionary act. The utterance (Dt. 13 il, 09:04) has been identified as type of illocutionary act, so the proceeding action or utterance is perlocutionary act as in this dialogue is the (Dt. 150 pl, 09:09). Carl as the receiver responded toward Zak's utterance by hugging Zak and replied Zak's birthday party invitation.

c. Expressive Act

Expressive acts is type of illocutionary act that expresses an inner state of the speaker. The mood or feeling could be a happy situation that makes the speaker happy as expressing thanking statement, gratitude statement, apologizing etc. While performing an expressive speech act, we tend to spell words that parallel with our utterances. Expressive verbs are: congratulate, apologize, condole, thank, happy and so on.

The following findings below showed types of illocutionary act of directive in Peanut Butter Falcon movie and the perlocutionary of the receiver's.

Extract 3

ZA : Hey. How are you doing?

CT : Good. Nice to meet you.

Illocutionary : From the examples above, the utterances are both expressive act. The

utterances classified as expressive act considering the greetings expression that conceived in both examples. In this case, Zak met with Clint for the first time so he kindly greeted Clint with a greetings, performing expressives act of greeting.

Down syndrome tend to performed more errors in speaking such as lackof gender and number agreement and sometime ommitting article. But in this sentence, the down syndrome uttered it grammarly correct making him performed the utterance properly. He used the pronoun "you" and verb agreement "are... doing" correctly making this sentence performed properly.

Perlocutionary : From the narration above, it shows that the speaker (Zak)uttered an utterance to the receiver (Clint). The utterance is the perlocutionary act performed by the receiver after hearing utterance from the speaker. Clint as the receiver responded with shaking Zak"s hand.

d. Declarative

The declarative speech act most likely uttered by not any random people but those people who have the privilege or related connection to the utterance to charge the sentence they uttered a meaningful statement. Basically, declarations speech act goes in line between the utter and the speaker.

Extract 4

**ZA : I want you to know about me, I..am ...a Down syndrome
.....person.**

**TY : I don't really give a shit. Do you got supplies on you. That's what we
need, don't we?**

Illocutionary: From the datum above, the utterance contains declarative act. The speaker declared to the receiver that he is a dawn syndrome person expecting to be treated as what should down syndrome person be treated. In other meaning, the speaker uttered his special circumstances to receive proper response from the receiver.

Down syndrome tends to performed more errors in speaking such as lack ofgender and number agreement and sometime ommitting article. But in this sentence, the down syndrome uttered it grammarly correct making him performed the utterance properly. He used the aux "am" correctly and connecting every words correctly making this sentence performed properly.

Perlocutionary : From the narration above, it shows that the speaker (Zak)uttered an utterance to the receiver (Tyler). The utterance is the perlocutionary act performed by the receiver after hearing utterance from the speaker. Tyler as the

receiver responded Zak's illocutionary act indifferently. Tyler didn't seem care about Zak's condition. He didn't want to give any special treatment for Zak yet he knew Zak was a down syndrome person.

B. Discussion

Based on the findings above, the writer would like to give further description and explanation about the types of illocutionary acts and perlocutionary acts performed by the receivers in Peanut Butter Falcon Movie. **Illocutionary Acts and Perlocutionary Acts**

From the findings, the writer found 5 of types of illocutionary acts performed by Down syndrome character in Peanut Butter Falcon movie. They are representatives, directives, expressives, commissives and declaratives. The types of illocutionary acts that are majorly uttered by Down syndrome character in

Peanut Butter Falcon movie are representatives. Types of illocutionary act of directive and expressive discovered as the second major expressed utterance. The least expressed types of illocutionary act are commissive and declarative which in this case declarative act is only expressed once in the entire movie by Down syndrome character.

Based on the theory that the writer used, representatives commit the speaker to the truth of an expressed proposition. While, according to Yule (1996), representatives are kinds of speech acts that state what the speaker believes. As mentioned in the previous paragraph, representative act appeared as the main illocutionary act types that mainly expressed by Down syndrome character in the Peanut Butter Falcon movie. All of the datum that classified as representative are performed to state or convey the Down syndrome character idea based on what he believe about something. From the findings, it could be seen that most of the Down syndrome utterances are representative because the characteristic of the down syndrome person itself. They are tend to freely expressed their thought abruptly and unpredictably everytime. Also, still there are a few utterances that are freely performed by Zak which were uttered out of nowhere and did not even connect to the other dialogue and the situation but definitely could be identified as a representative act considering the utterance were uttered by down syndrome person.

The next types of illocutionary act is directive, based on Searle's theory, a directive speech acts occurs when the speaker expects the receiver to do something as a response (Ellen, 2011). While, directive is attempt that is done by the speaker to get the receiver to do something. In the movie itself, the Downsyndrome character performed directive as the third mainly uttered utterance. As what has been described, all of the data found have intention to make the receiver to do something. From the findings, directive come in the third place expressed utterance. The directive itself classified interrogation sentence as one of its shapeso considering down syndrome character is equals to a person in child stage. So, they are tend to

have a lot curiosity that needed an answer right after. That could be a possible explanation why Down syndrome character in Peanut Butter Falcon movie tend to performed a lot of directive illocutionary acts.

Searle's theory stated that an expressive speech act occurs in conversation when a speaker expresses his or her psychological state to the receiver. Then, according to Yule (1996), expressives are speech acts that state what the speaker feels. In the movie itself, the Down syndrome character performed expressive acts as the second mainly uttered utterance. As what has been described, all of the expressive act data expressed what the speaker feels. From the findings, directive come in the second place expressed utterance. The expressive act could be easily found a lot in down syndrome person utterance and Zak is no different from them. Considering down syndrome characteristic is equals a person in child stage, they tend to expressed their feelings freely and randomly. Not so rarely to find utterances that consist of expressive act in utterance uttered by Down syndrome character in Peanut Butter Falcon movie. That could be a possible explanation why expressive act found as the second main utterance illocutionary types performed by Down syndrome character in Peanut Butter Falcon movie.

Other types of illocutionary act is commissive, based on Searle's theory, a commissive speech act occurs when the speaker commits to a future course of action. Based on the findings, commissives only appeared as the second least performed illocutionary act by Down syndrome character in Peanut Butter Falcon movie. This function only used by down syndrome to offered the another person a promise in the future.

The least expressed illocutionary act are declarative act. Based on the findings, declarative appeared as the least performed illocutionary act by Down syndrome character in Peanut Butter Falcon movie. This types of illocutionary act only used by down syndrome once in the entire movie.

From the explanation above, the result discussion of illocutionary act is that the down syndrome person performed 5 types of illocutionary act they are representative, directive, commissive, expressive and declarative. The illocutionary act uttered by down syndrome person is not far different from others. Indeed, there are data showing that sometime down syndrome utterances do not have any intention or meaning, it just uttered freely by them and not rarely uttered utterances that do not properly connected to the other sentence due to their lack of intelligence ability as one of down syndrome characteristic, but those statement are not a benchmark of saying that down syndrome person could possibly do not have speech act. In fact, there are a lot of data shows that down syndrome person show their intention properly and sometime delivered their intention in their special way which in this case is a really intriguing topic to be discussed.

Based on the findings, the writer would like to give further description and explanation about perlocutionary act performed by the receiver after hearing down

syndrome's utterances.

The consequences of illocutionary or the effects of the utterance to the receiver is called perlocutionary act (Cutting, 2002). As stated by Coulthard(1985) stated that perlocutionary act is the act performed by or as a result of saying. From the statement, we can say that the next action after the illocutionary act is most likely perlocutionary act.

From the findings on perlocutionary act, the four chosen receivers performed perlocutionary act well after hearing down syndrome's utterances. Yet, not trying to avoid the fact that some utterance from Zak sometimes do not make sense but then the receivers responded incredibly well to it. The receivers understood well Zak's situation as down syndrome person. So, as the the perlocutionary act of Zak's utterances, the receivers provided a proper response toward down syndrome person. Zak's down syndrome was not in a worst stage when they could not even understand what people say. He was understanding and delivering well almost every sentence he uttered. In addition the four receivers were understanding well Zak's condition as down syndrome person, as they responded Zak's utterances in a proper way that most people would do when facing down syndrome person. Those statements, could be the possible answer why receivers response Zak's utterance well and in a proper way.

The finding shows that down syndrome character in peanut butter falcon movie indeed represent the others down syndrome in language production about the repetition of words in order to balance their breathing to pronounce the next word properly. The data shows that most of the utterances performed by down syndrome are correctly and understood well by the receivers making the utterance performed properly. Yet, some data also shows that the utterance performed by down syndrome sometimes lack of grammar function such as auxiliary verb, question word, article, number agreement and pronoun.

If we compared this research to the previous research from Dewi (2017) in her thesis *Speech act of teachers and students in Teaching and learning processat Briton international school*. The result of her thesis is that the common used illocutionary act is representative which is the same with the result of this research. The second commonly used illocutionary act is directive than this research is expressive, this could be distinguished as Dewi in her thesis specially analyzing speech act of students who are commonly ask questions to their teacher in learning process. While this research analyzing speech act uttered by down syndrome character which has a the same stage mental of a child who tends to expressed their feeling freely everytime. By comparing the result of these two research, indeed it shows that there are a small different in the research result. To be more honest, this research will more appropriate if it compared with there search that analyzing the speech act of down syndrome person also but in different context and situation. Unfortunately, as far as the writer could search, this is the first research conducting

on speech act of down syndrome person.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion. The conclusions present the summary of the research findings related to the formulation and objectives of the research. The suggestions give particular matters suggested to the next writer.

A. Conclusion

This study was conducted to find the speech act uttered by down syndrome character in peanut butter falcon movie. The conclusion of this research can be answered based on research question. The writer found data of illocutionary utterances which are appropriated with the types of illocutionary acts performed by down syndrome and data of perlocutionary performed by the after hearing down syndrome's utterances in Peanut Butter Falcon movie.

The writer found five types of illocutionary acts performed by down syndrome character in peanut butter falcon movie. They are representatives, directives, expressives, commissives and directives. Representative become the most dominant speech acts performed by down syndrome character (Zak). Representative is essential to convey and even start communication process and in this research more specifically to down syndrome character in peanut butter falcon movie. The same with directive speech acts which are proposed the receivers to perform actions as respons. Thus, directives performed by down syndrome character to getting information and help from the receiver. Furthermore, the expressive functions which are expressed speakers pshychologis appeared a lot in this research. This research more likely to show that down syndrome character in this movie has a lot ef expression and more likely to express it through utterances and actions. On the other hand, commissives and directives are the least used speech acts uttered by down syndrome throughout the research, even declaratives only uttered once by down syndrome character in entire movie.

The consequences of illocutionary or the effect of the utterance to the receiver is called perlocutionary act. The the perlocutionary acts were analyzed in 4 receivers in the movie that consist of; Tyler, Eleanor, Carl and Clint. The result of the perlocutionary act performed by the receivers were reliable. The illocutionary act performed by down syndrome character were understandable by the receivers along with the intention of it delivered succesfully in almost every utterances. These cases made the response from the receivers in a proper way or we could say the perlocutionary act from the receivers mostly successfull.

The results of this research are down syndrome person performed their utterances properly according to what uttered in his sentence aling with grammatical function he used. He delivered his intention properly which made the listeners or the receivers understand the utterances well and provided a proper

answer to a down syndrome person.

This research is far from a perfect word, but the writer herself has already put her best in completing this thesis. If the writer could sum up the entire thesis, the huge weakness from this thesis could be possibly because the data were taken from a movie, which we all know all movies are scripted. A lot of event and dialogue are in settings so that the story has become more epic and interesting. The utterances from the down syndrome character might not come naturally from them, the utterances uttered by down syndrome character has been arranged well. Due to that condition, this research might lack of the original sentence that uttered by down syndrome person outside movie.

The good side from this thesis could be also because the data were taken from a movie. By taking data from the movie, the data were taken in a shorter time than if the data were taken from a real down syndrome person life. Due to that circumstances, this research could comfortably conducted considering it is a real deal to find a down syndrome person which speak english in writer's location and realizing this research was conducted in the middle of pandemic.

B. Suggestion

After completing this research, the writer suggests the readers especially those who interest in communication that they might want to dig in more about speech act after reading this research. Hardly to resist that communication is an essential thing in humankind lives. People could barely convey their desires, fears through communication, but not just that. By learning speech act, the philosophy of language, the intention of some utterance could broaden the way of people communicating and avoid misunderstanding. The author also suggests that we should pay attention about who utters the utterances too and apply intention in every perspective when hearing utterances from the speaker. Speech act teaches us about the intention in every utterance utters because a short utterances might be have a large intention and the same utterance might has a lot of meaning in every kind of situation of the occurred utterance.

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